


HSTW

HSTW/MMGW Site Development Workshop:

Developing a School Improvement Plan

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Workshop Protocols

- Scheduled Breaks
- Biology breaks
- Cell phones are turned off or on vibrate
- Hand signal to stop discussions
- Everyone participates
- Respect for everyone
- Start and end on time

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Site Development Workshop Objectives

- Awareness and understanding of goals and key practices
- Determine status of school and classroom practices
- Prioritize actions for closing the knowing and doing gap
- Establish a team structure for planning and managing the implementation of the HSTW framework

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Actions for Closing the Knowing and Doing Gap

- Why – Before – How
- Knowing comes from doing
- Actions count more than plans
- There is no doing without mistakes
- Measure what matters
- What leaders do matters

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Workshop Format

- Introduce Key Practices
 - Discuss key indicators for success
 - Determine status of school practices
 - Actions taken by successful schools
 - Agree on actions to implement
- Work as leadership team to develop tentative actions for Year One, Year Two and Year Three

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Why change? Quotes for thought

- Change is bad if it happens to you and you didn't see it coming.
- We will stay the same until the pain of staying the same is greater than the pain of making a change.
- Schools keep waiting for kids to change, but kids won't change until the adults in the building change.
- Adults must decide they are going to implement the 10 key practices. They have to take action or it won't happen.

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Work Harder to Get Smarter:

We need to change our thinking and our language from an ability model to an effort model.

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Why Are the Middle Grades Important?

- Students are often unprepared for college-preparatory high school English/ language arts, mathematics, and science.
- Failure rates in grade nine keep *increasing*.
- High dropout rates in grade 10.
- More rigorous requirements for high school graduation, post-secondary study, and a good job.

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Goals of Making Middle Grades Work

Increase the percentage of eighth-graders who perform at the proficient level or above in *reading, mathematics, and science* and who leave eighth grade *ready for college-preparatory work* in high school.

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**Goals of
Making Middle Grades Work**

- To strengthen links between elementary school and high school.
- To emphasize that access to a rigorous academic core is imperative for high student achievement.
- To communicate the importance of high expectations for *all* students.
- To construct a framework for success.

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**Goals of
Making Middle Grades Work**

- To advocate for systems of extra help and transition support for all students.
- To provide strategies for teachers working together and effectively to increase student achievement.
- To foster belief systems that explicitly says that all students matter.
- To include parents in the mission.

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HSTW Achievement Goals

- Increase to 85 percent the percentages of high school students who meet the *HSTW* reading, mathematics and science performance goals and the readiness goals for college and careers.
- Increase the percentages of *all* high school students who perform at the proficient level to at least 50 percent in reading, mathematics and science, as measured by the NAEP-referenced *HSTW* Assessment.
- Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.

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HSTW Implementation Goals

- Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two.
- Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.

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HSTW Transition Goals

- Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.
- Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.

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HSTW Key Practices

• Using Data for Continuous Improvement	• Challenging Academic Studies
• Challenging Program of Study	• Active Engagement
• Challenging Career/Technical Studies	• Teachers Working Together
• Work-based Learning	• Guidance and Advisement
• High Expectations	• Extra Help and Transitions

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HSTW Key Conditions

- A clear, functional mission statement
- Strong leadership
- Plan for continuous improvement
- Qualified teachers
- Commitment to goals
- Flexible scheduling
- Support for professional development

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Why Develop Leadership Teams?

- Teachers spend too little time talking about their work.
- Leadership teams carry on if a leader leaves and sustains the effort.
- Communication improves.
- Teams come up with better ideas; work and responsibility are shared:
 - A facilitator
 - A recorder
 - A timekeeper
 - A scribe
 - A presenter

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Most-improved and Non- Improved Schools

- Comparison of two sets of 75 schools using 2002 and 2004 data
- Similar ethnicity
- Similar sizes
- Similar locations – Urban, Suburban, Rural
- Similar parent education
- Different progress in implementation and achievement


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Implementation Differences result in Achievement Differences		
	Non-improved Schools	Most-improved Schools
Reading	- 9	+ 11
Mathematics	- 7	+ 11
Science	- 11	+ 17

Achievement Reading Differences across Sub-groups		
Reading	Non-improved	Most-improved
All students	- 9	+ 12
African-American	- 8	+ 9
White	-11	+ 12
Low parent education	- 9	+ 10
High parent education	-10	+ 12


Average Gains/Declines in Mathematics Achievement Scores		
Mathematics	Non-improved	Most-improved
All Students	- 7	+ 11
African-American	- 6	+ 8
White	- 9	+ 11
Low parent education	- 7	+ 9
High parent education	- 8	+ 11

Average Gains/Declines in Science Achievement Scores			HSTW
Science	Non-improved	Most-improved	
All Students	- 11	+ 17	
African-American	- 9	+ 16	
White	- 12	+ 16	
Low parent education	- 10	+ 16	
High parent education	- 12	+ 17	



Key Question

Why do students at most-improved schools make greater gains in achievement than students at non-improved schools?



Key Practice: Continuous Improvement

(Conditions schools can change)

Use student achievement and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning...

Figuring out what's working and what's not working and then making changes that result in greater student achievement!

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Foundation for Continuous Improvement

- Establish a consensus about the need to change (assess)
- Set interim targets to close the gap between current and desired practices (plan)
- Engage and support faculty to reach the targets (do)
- Assess progress in terms of targeted goals (evaluate)
- Celebrate successes frequently
- Repeat the cycle

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Teachers Report Intensive School Improvement:

	Top 50	All Sites
Goals are clear	80%	40%
Teachers maintain a demanding and supportive environment	71%	34%
Principals stress the need to teach all students to the same high standards (monthly)	60%	33%
Teachers continue to learn and seek out new ideas	74%	42%
Teachers/administrators work as a team	78%	37%
Teachers use data to evaluate school and classroom practices	51%	25%

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Clear Mission and a Vision of Success


Getting the Middle Grades and High School Missions Right mean...

Making sure the goals and priorities for your school are clear..

- To prepare all students for rigorous college-preparatory courses in high school
- Inform parents regularly of students' readiness for high school and postsecondary

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Critical Questions

- How well are incoming ninth-graders prepared? Are those students ready to do independent study and rigorous high school work?
- What do graduates believe that their middle grades school should have done to better prepare them for high school and beyond?
- What do graduates believe that their high school should have done to better prepare them for high school and beyond?
- What percentage of students who enter grade nine fail to graduate in four years? Why?

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Establishing a Baseline

- Review Pages 1-5 for HS to revisit the mission, goals and key conditions of HSTW.
- Determine the common threads that run through all.

(5 min)

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Take five minutes to complete the climate for continuous improvement checklist as a team.

Page 10 of Planner (HS)
Page 37 of Planner (MS)

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How are performance and practices measured?

- State Assessments
- Teacher Assessments
- Course Failure (ninth-grade)
- ACT/SAT Results
- Attendance Rates
- Graduation Rates
- Certification Exam Results
- Post-Secondary Readiness
- Assessing Readiness Practice

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How are performance and practices measured?

- Instructional Review
- Staff Experience Chart
- Remedial Studies Reports
- Follow-up studies
- Drop-out exit reports
- Master Schedule
- Focus Group Interviews
- Graduate Feedback
- Assessing Practice

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How Schools Measure the Depth of HSTW Implementation

The *HSTW/MMGW* Assessment:

- NAEP – referenced assessment in Reading, Mathematics and Science
- Student survey of school and classroom practices
- Student transcript analysis
- Faculty Survey

Annual Report
Technical Assistance Visit
Assessing Practice

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**Continuous Improvement:
Specific Actions**
Page 11-12(HS) Page 38-40 (MS)

Describe how you will organize an overall school improvement team and five focus teams

1. How will you select a team leader?
2. How will you select team members and what content areas will be represented on each team?
3. How will you establish expectations for each team?

Which teams will analyze gaps in:

- Achievement to standards
- Enrollment in advanced academics
- Classroom expectations
- Readiness for grade 9
- Postsecondary study/career

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**Organizing Teams for Continuous
Planning and Implementation**

Five Focus Teams (included in overall school improvement team):

1. Curriculum leadership team
2. Professional development leadership team
3. Guidance and public information leadership team
4. Transitions leadership team
5. Evaluation leadership team

See Pages 11 and 12 in the Planner

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**Organizing Teams for Continuous
Planning and Implementation**


Five Focus Teams (included in overall school improvement team):

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5. Evaluation leadership team

See Pages 11 and 12 in the Planner

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Continuous Improvement: Specific Actions

- Page 11-12(HS) Page 38-40 (MS)

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Key Practice: Program of Study

Have students complete a
challenging program of study
with an upgraded academic core
and a concentration.

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Completing a Challenging Program of Study Matters


A Challenging Program of Study:

- Is the best predictor of achievement
- Gives focus
- Prepares students for the next step
- Makes high school count

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HSTW Recommended Academic Core for All Students

- Four credits in college-prep/honors English**
 - Students read 8-10 books a year
 - Students write weekly
 - Students complete at least one major research paper
- Four mathematics credits – Algebra I, geometry, Algebra II and above**
- Three lab-based science credits at the college-prep level; four credits with a block schedule**
- Three credits of social studies; four credits with a block schedule**
- Mathematics and Science in the Senior Year**

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Recommended Concentrations

- Mathematics and science concentration – four credits in each field, with at least one at the Advanced Placement level**
- Humanities concentration – four credits each in college-prep level language arts and social studies, with at least one at the college level and four additional credits from foreign language, fine arts, journalism, debate, music, etc.**
- Career/technical concentration – four credits in a planned sequence of courses within a broad career field – pre-engineering, health/medical science, etc.**

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Take 5 minutes to complete the pre-learning concept check on Program of Study-
A Rigorous Curriculum.

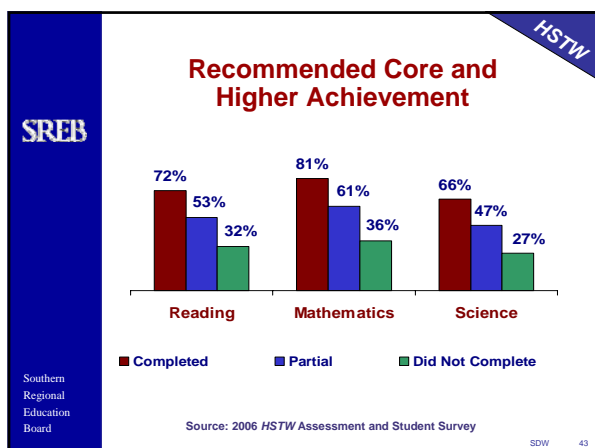
Take 3 minutes to discuss answers in table groups.

Pages 13-14 (HS)

Pages 17-18 (MS)

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SREB

2006 Recommended Core and Academic Achievement

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	Average Reading	Average Mathematics	Average Science
Fully Completed (completed all three subjects)	291	317	310
Partially Completed (completed 1 or 2 of the subjects)	279	301	294
Did Not Complete	264	283	276
HSTW Goal	279	297	299

Source: 2006 HSTW Assessment and Student Survey – Based on students who completed the student survey and all three subject tests.

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- SREB**
- Strategies for Implementing the HSTW Core Curriculum**
- HSTW**
- Enroll ALL students in the Core
 - Eliminate 15-20 percent of low-level courses/sections annually to enroll more students in higher level courses
 - Investigate alternative schedules to allow more time for students to take critical courses
 - Use the core as the default curriculum
 - Get guidance staff on board
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Actions to Get Students to Take the Right Courses

- Raise graduation requirements
- Strengthen guidance and advisement - involve parents
- Develop student handbook with career pathways and related course of study
- Eliminate smorgasbord scheduling
- Use guest speakers, hold career expos and college fairs
- Establish small learning communities

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“Students’ behavior and attitude toward school changes when school leaders agree to do whatever it takes to get students to grade-level standards, prepared for challenging high school studies and for postsecondary studies and careers.

Achievement goes up, graduation rates increase and students become more engaged when leaders lead to set higher expectations and support students to meet them.”

Dr. Gene Bottoms
2006 HSTW Annual Conference

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Major Actions: Enroll More Students in HSTW/MMGW-recommended Core and Concentration

- Review your current status related to the key practice and determine one outstanding practice in place
- Identify major actions to increase annually by 10% - 20% of students completing
 - Four college preparatory English courses where students read 8-10 books a year, write weekly and complete at least one research paper
 - Four courses in mathematics – Algebra I and higher
 - Three college preparatory, lab-based science courses
 - A concentration – academic and career/technical

Planner - P. 15 (HS) P. 21 (MS) – 20 minutes

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Key Practice:
Career/Technical Studies

Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

School leaders need to:

- Develop standards, conditions and agreements for awarding postsecondary credit to high school students.
- Require senior projects with academic, technical and performance standards.
- Provide students opportunities to work toward a recognized employer certification.

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Quality Career/Technical Courses Matter

- Improve high school retention
- Increase understanding of academic content
- Give meaning to school
- Motivate students
- Improve retention of academic skills
- Get on track faster after graduation
- Discover career options

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Purpose of High School Career/technical Studies

- Prepare students for work and further study
- Advance technical literacy
 - Understand technical concepts
 - Read and comprehend technical materials
- Advance technical numeracy
 - Apply mathematics problems within chosen field
 - Solve problems and think critically

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Organizing High School Career/technical Programs around 16 Career Clusters

- Agriculture and Natural Resources
- Construction
- Manufacturing
- Transportation, Distribution and Logistics Services
- Business and Administrative Services
- Wholesale/retail Sales and Services
- Financial Services
- Hospitality and Tourism

Source: U.S. Department of Education.
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Organizing High School Career/technical Programs around 16 Career Clusters (cont'd)

- Health Services
- Arts, Audio, Video Technology and Communication Services
- Information Technology Services
- Scientific Research, Engineering and Technical Services
- Human Services
- Legal and Protective Services
- Education and Training Services
- Public Administration/Government Services

[\(www.careerclusters.org\)](http://www.careerclusters.org)

Source: U.S. Department of Education.
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Strengthening C/T Studies

- Enroll at-risk students in at least one C/T credit course annually
- Offer ninth grade exploratory course introducing broad career fields
- Increase the number of students completing 4 or more technical courses
- Expand opportunities for students to earn post-secondary credit or certifications while in high school

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Strategies to Strengthen C/T Courses

- Design Course **Syllabi** for every C/T course
- Emphasize **literacy, numeracy, science and technology** in all C/T classrooms through rigorous assignments, projects and homework.
- Create C/T **assessments** (interim and end-of course) that reflect industry standards and require use of literacy and numeracy skills
- Get input from **local business and industry** partners to strengthen **applications** of career/tech content.
- Require career-focused **senior project**

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Different Ways to Organize High School Career/technical Studies

- Using a career major concept
- Organizing the high school into small learning communities around career-based themes
- Organizing the high school around broad career pathways
- Planning programs of academic and career/technical studies that are linked to postsecondary studies

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Significantly Higher Percentages of Students in 2002 than in 2004 Experienced High-Quality Career/technical Instruction

Students said they:	Most-imp. Schools	Non-Imp. Schools
Used computer skills to do assignments in their CT studies at least monthly	Yes*	No
Completed a project that first required some research and a written plan.	Yes*	No
Were required to complete a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or to others.	Yes*	No

Source: 2002 and 2004 HSTW Assessment
*p.<.01

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2004 Graduates Say Their High School Should Have:

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Graduates said their school should have placed a greater emphasis on the following:	Agree Strongly or Somewhat
Provided information and counseling about continuing my education and careers	76%
Placed more emphasis on oral communication skills.	70
Placed more emphasis on mathematics.	63
Assisted me in meeting high academic standards	60
Placed more emphasis on career/technical programs	61
Expected me to read in all my classes	59
Required me to take more courses at a high level	54

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Key Practice: Work-based Learning

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Enable students and their parents to choose from programs that integrate challenging high schools studies and work-based learning and are planned by educators, employers and students.

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What Makes a Quality WBL Program?

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Each student has:

- Classroom and work-site assignments that are correlated to career field
- Work-site experiences connected to career goals
- A work-site mentor

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Work-based Learning Opportunities

- Job Shadowing
- Service Learning
- Co-op
- Internships
- Youth Apprenticeship

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Quality WBL Programs Have High Expectations for Students

They require students to:

- Attend a regular class and/or seminar
- Plan experiences with work-site employer and teacher
- Keep a journal of experiences
- Develop a career portfolio

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Career/Technical Studies- WBL Brainstorming

- Review your current status related to the key practice and determine one outstanding practice in place.
- Recommend one action to incorporate literacy into Career/technical courses.
- Recommend one action to incorporate numeracy into Career/technical courses.
- Recommend one action to improve the quality of Career/technical courses.
- Recommend one action to increase access and quality of work-based learning opportunities.

See Pages 17-19 of Planner-MS use planner-look at exploratory opportunities

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Key Practice:

High Expectations

Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

When he wrote, *"Blessed is he who expects nothing, for he shall never be disappointed,"* Alexander Pope could have been describing the expectations that some teachers at non-improved schools have for their students – nothing.

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Literacy Strategy

Four Corners

Allowing students to redo work until it meets standards and giving them credit is a form of cheating and unfair to students who do it right the first time.

(10 min.)

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Why Raise Expectations?

- Communicate that high school counts
- Give students a sense of self-worth
- Help students see that the school believes in them
- Help students be more focused, motivated and goal-oriented
- Prepare students for the next level

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Significantly More Students in 2004 than in 2002 Experienced High Expectations

Students said they:	Non-imp.	Most-imp.
Often revised their essays or other written work	No	Yes **
Often worked hard to meet high standards on assignments	No	Yes*

*p<.05;**p,.01

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Significantly More Students in 2004 than in 2002 Experienced High Expectations

	Non-imp.	Most-imp.
Often used word processing software to complete an assignment or project	No	Yes **
Read an assigned book outside class and demonstrated that they understood the significance of the main idea at least monthly	No	Yes**

*p<.05;**p,.01

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Key Indicators That A School Has High Expectations

More students perceive that:

- Courses are exciting and challenging
- They **often** try to do their best work
- They **seldom or never** fail to complete assignments
- Teachers **often** encourage them to do well in school

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Key Indicators That A School Has High Expectations

More students perceive that:

- Teachers often showed they care by not letting them get by without doing the work.
- It is very important to study hard to get good grades.
- It is very important to participate actively in and attend all classes.
- It is very important to take a lot of college-preparatory classes.

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Different Strategies for Agreeing on A-, B- and C-level Work

- Use basic, proficient and advanced
NAEP National Readiness Standards
- Use select universities, regional universities, community college and high school graduation
- Use procedural/comprehension, application/analysis, and synthesis/evaluation
Intellectual (Webb/Bloom)

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College Readiness

- SAT scores**
 - 500 or higher= ready for college level work
 - Below 450 = remediation
 - Select universities (1100 score for acceptance)
- ACT College-readiness Benchmarks:**
 - English 18
 - Reading 21
 - Mathematics 22
 - Science 24

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Actions for Defining the Amount and Quality of Work Expected

- Benchmark assignments and assessment to proficient level/grade level
- Develop common course syllabi, rubrics and end-of-course exams
- A, B, C, Not-yet grading scale

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Actions for Revising Work

- Three-week assessment
- Requiring extra help for those not meeting standards
- Teachers do not let students get by without doing work

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Actions to Make Homework of Value

- Multiple formats for homework include short-term practice and long-term high level projects
- Study groups established so students can get support
- Homework crosses multiple curricular areas and students receive credit in each area
- Teachers communicate that homework is important
- School establishes and communicates a clear homework policy

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Raising Expectations

- Review your current status related to the key practices and determine one outstanding practice in place.
- Determine one major action your school can take to establish common expectations for A, B and C work.
- Determine one major action your school can take to get students to redo work until it meets standards.
- Determine one additional major action to further raise expectations at your school.

Note: Actions should be measurable.
See Pages 20 and 21 of Planner

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Key Practice: Engaging Students in Relevant Instruction

- Engage students in academic and career/technical classrooms in rigorous and challenging assignments using research-based instructional strategies and technology.

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Engaging Students in Relevant Instruction

- Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies.
- Integrate reading, writing and speaking as strategies for learning in all parts of the curriculum and integrate mathematics and science in career/technical classrooms.

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Why Engaging Practices are Needed

- The more interesting an assignment is, the more likely students are to complete it.
- Students are more engaged when they can build on prior knowledge and see connections to the world they live in.
- Even small opportunities for choice give students a greater sense of autonomy.
- Students are more engaged when sharing what they are learning is needed by others in the group to complete an assignment.




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Teaching Practices Related to Higher Student Achievement

- Indicating the amount and quality of work needed to earn an “A” or “B”
- Encouraging students to do well in school
- Encouraging students to help and learn from each other
- Knowing the subject and making it interesting and useful
- Setting high standards and helping students meet them




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Student engagement is	Student engagement is not
<ul style="list-style-type: none"> ▪ Giving students choices in assignments and assessments ▪ Providing assignments that challenge students to develop ideas and to think ▪ Allowing students to share what they 	<ul style="list-style-type: none"> • Drill sheets • Copying notes from the board • Assignments with no variety and no choice • Activity for activity's sake



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SREB

Engaging Strategies That Work

- Language Arts
- Literacy
- Mathematics
- Science

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SREB

SREB's Literacy Goals

- Students will read the equivalent of 25 books per year across the curriculum.
- Students will write weekly in all classes.
- Students will use reading and writing strategies to help them understand and use the content of all classes.
- Students will write investigative research papers in all classes.
- Students will be taught as if they were in honors language arts classes.

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Fifteen Literacy Strategies Any Teacher Can – and Should – Use

Literacy Across the Curriculum (#12)

- Admit slips
- Exit slips
- Double entry or two column notes
- ReQuest
- Interactive CLOZE
- Cubing
- Open-response questions – A KEY

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SDW 84

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Fifteen Literacy Strategies Any Teacher Can – and Should – Use

- KWL charts
- Metaphorical Thinking
- Jigsaw reading
- Paired Reading
- Graphic organizers
- GIST
- WordSplash/Capsule Vocabulary
- RAFT

HSTW

SOW 85

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Key Indicators for Literacy

Students:

- Often** used word-processing software to complete an assignment or project
- Often** revised their essays or other written work several times to improve their quality
- Sometimes or often** were asked to write in-depth explanations about a class project or activity
- Discussed or debated with other students each about what they read in English or language arts classes **at least each month**
- Read and interpreted technical books or manuals **at least weekly** to complete assignments in CTE areas (CTE Students only)

HSTW

SOW 86

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Significantly More Students in 2004 than in 2002 Experienced Reading and Writing for Learning Across the Curriculum

Students said they:	Non-Imp.	Most-Imp.
Often used word processing software to complete an assignment or project	No	Yes**
Often revised their essays or other written work several times to improve their quality	No	Yes**
Read an assigned book outside class and demonstrated that they understood the significance of the main idea at least monthly	No	Yes**

**p<.01

HSTW

SOW 87



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Significantly More Students in 2004 than in 2002 Experienced Reading and Writing for Learning Across the Curriculum

Students said they:	Non-Imp.	Most-Imp.
Completed short writing assignment of one to three pages in their English classes at least monthly.	No	Yes**
Completed short writing assignments of one to three pages in their science classes at least monthly	Yes*	Yes**
Completed short writing assignments of one to three pages in their social studies classes at least monthly	No	Yes**

*p<.05 **p<.01

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SDW 88



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Table Teams

- Review your current status related to Literacy and determine one outstanding practice in place.
- Determine one action for year 1, year 2 and year 3 the school can take to get students to read 25 books a year, write weekly in all classes, use reading and writing strategies to learn content in all classes and write at least one researched paper each class.

Page 22-23 and 25

HSTW

SDW 89



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Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction

Students said they:	Non-Imp.	Most-Imp.
Took a math class during the senior year	No	Yes**
Took at least four full-year courses in math in grades 9 through 12	No	Yes**
Their math teachers showed them how math concepts are used to solve real-life problems sometimes or often	No	Yes**

**p<.01

HSTW

SDW 90



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Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction

HSTW

Students said they:	Non-Imp.	Most-Imp.
Completed a math project in ways that most people would use math in a work setting at least monthly	No	Yes**
Solved math problems other than those found in textbook at least monthly	Yes*	Yes**
Used math to complete challenging assignments in their career/technical area at least monthly	No	Yes**

**p<.01

SDW
91



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Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction

HSTW

Students said they:	Non-Imp.	Most-Imp.
Used a graphing calculator to complete math assignments at least monthly	Yes**	Yes**
Orally defended a process they used to solve a math problems at least monthly	No	Yes**
Solved math problems with more than one-answers at least monthly	No	Yes**

**p<.01

SDW
92



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Standards Based Units that Address Numeracy Across the Curriculum

HSTW

- Teachers create units of study aligned to standards in all classes
- Unit plans should include the following:
 - Standard or standards addressed
 - Level of intellectual demand—move beyond recall & procedural skills to analysis and application
 - Major assignments to be given
 - Outline the major study skills addressed: literacy skills and the research-based instructional strategies

SDW
93

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Standards Based Units that Address
Numeracy Across the Curriculum

- Increase student use of math skills in all content areas—with special emphasis in science, CT courses, physical education, & athletics

For example:

- Students orally defend a process they used to solve a math problem
- Students work in groups to solve math problems

HSTW

SDW 94

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Table Teams

- Review your current status related to numeracy and determine one outstanding practice in place.
- Determine one action for year 1, year 2 and year 3 the school can take to get:
 - All seniors in math
 - Teachers to use more real-world problems, technology and cooperative learning
 - Teachers to create units of study based upon college and career readiness standards
 - Integrate math into career/technical and science classes

See pages 23 and 25

HSTW

SDW 95

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Significantly More Students in 2004 than in 2002 Experienced High-quality Science Instruction

Students said they:	Non-Imp.	Most -Imp.
Did science activities in a classroom without science equipment at least monthly	No	Yes**
Used science equipment to do science activity in the classroom at least monthly	No	Yes**
Worked with one or more students in class on a science assignment at least monthly	No	Yes**

**p<.01

HSTW

SDW 96

SREB

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Table Teams

- Review your current status related to science instruction and determine one outstanding practice in place
- Determine one action for Year 1, Year 2 and Year 3 the school can take to get students to:
 - Take at least 3 CP Science courses (4 in a block)
 - Conduct frequent labs in science classes and write about what they learn
 - Read science-related articles science
 - Design and conduct scientific investigations in all classes
 - Analyze and defend findings from investigations

See pages 23 and 25

HSTW

SDW 97

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Integration Indicators for Higher Achievement

- Students believe their teachers work together.
- Mathematics and science teachers use real-world problems.
- Career/technical teachers require students to read, write and use mathematics.
- Students complete a senior project.
- Students receive work-site instruction on communications and mathematics.

HSTW

SDW 98

SREB

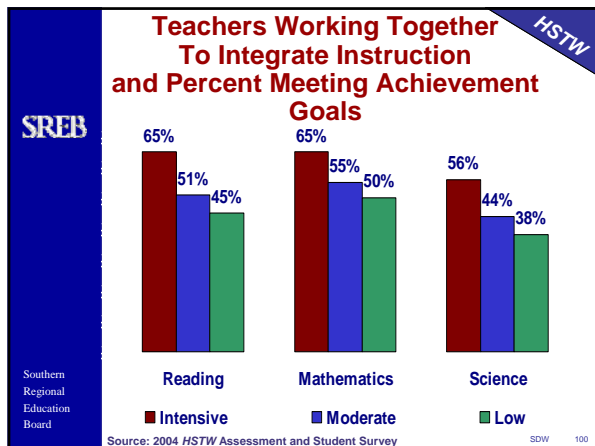
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Actions for Engaging Students in Research-based Instructional Strategies

- Project-based learning
- Cooperative learning
- Student-designed research
- Integrated, interdisciplinary studies
- Integrating Technology
- Effective direct instruction


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SDW 99



- Conditions for Supporting Integration**
- SREB** **HSTW**
- Common planning time
 - Standards-based, not activity-based
 - Create organizational structure that will support teacher collaboration
 - Provide large blocks of instructional time for completion of complex tasks
 - Provide professional development to support teachers
 - Establish clear expectations for teachers—Collaboration by invitation does not work
- Southern Regional Education Board
- SDW 101

- Selecting an Integration Strategy**
- SREB** **HSTW**
- Single course strategy
 - Two or more teachers aligning their curriculum
 - Selecting a school-wide theme by grade level
 - Selecting a developmental project strategy
 - Project strategy
- Southern Regional Education Board
- SDW 102



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Table Teams

- Review your current status related to teachers working together and determine one outstanding practice in place.
- What one action can the school take in year one, year two and year three to give teachers access to and use common planning time to plan together integrated units of study.

Pages 24-25 in planner

HSTW

SDW 103



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HSTW Site Development Workshop:

Developing a School Improvement Plan

Steve Weisman, SREB School Improvement Consultant
Marsha Kucker, SD State HSTW Coordinator

HSTW

SDW 104




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Site Development Workshop Objectives

- Awareness and understanding of goals and key practices
- Determine status of school and classroom practices
- Prioritize actions for closing the knowing and doing gap
- Establish a team structure for planning and managing the implementation of the HSTW framework

HSTW

SDW 105




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Key Practice: Guidance and Advisement

Involve students and parents in a guidance and advisement system designed to ensure that students complete an accelerated academic program of study and a major.

SDW 106




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Why guidance and advisement?

- Every student needs help in setting tentative educational and career goals.
- Every student needs a plan aligned to their educational and career goals.
- Every student needs help and support from their families in setting goals.
- Every student needs to feel a sense of personal belonging in school that comes from an adviser relationship.

SDW 107




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A Supportive Guidance System Matters

- Clear goals
- Focused program of study
- Students have someone who cares
- Students believe in themselves
- Students get needed services

SDW 108




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A Teacher Advisement System is Key

- A counselor oversees the program
- An Advisor who remains with their students throughout high school
- Staff development for Advisors
- A written curriculum
- A portfolio for each student
- Regular meetings (at least monthly) with planned lessons
- Necessary adjustments based on annual assessment

SOW 109




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A Good Guidance and Advisement Program Includes:

- Assisting students in planning their high school program of study by the end of grade nine
- Having teachers or counselors talk with students individually about plans for careers or further study
- Helping students review their programs of study at least annually
- Providing each student with an adult mentor throughout high school

SOW 110



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A Good Guidance and Advisement Program Includes:

- Providing students with opportunities to speak with persons in careers to which they aspire
- Providing information on college and postsecondary studies to all students and parents
- Assisting students and parents with the postsecondary application process

SOW 111

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**Indicators of a High-quality
Guidance and Advisement System
(Middle School)**

Students report...

- Being encouraged by a counselor to teacher to take Algebra in 7th or 8th grade
- Having a written plan for courses they plan to take in high school
- That their parents and someone at school helped them write their plan for courses they will take in high school.

HSTW

SOW 112

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Significantly More Students in 2004 than in 2002 Experienced High-quality Guidance Assistance

Students said:	Non-Imp.	Most -Imp.
Before and during high school they talked to their parents or guardians at least once a year about planning a four-year course plan	No	Yes**
During high school a teacher or counselor talked to them individually about their plans for a career or further education.	No	Yes**

**p<.01

HSTW

SOW 113

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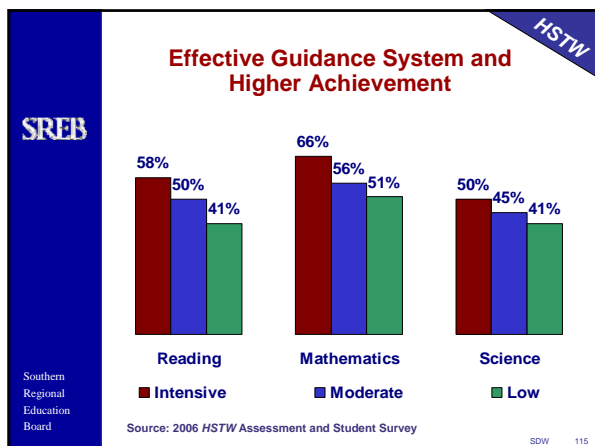
Significantly More Students in 2004 than in 2002 Experienced High-quality Guidance Assistance

Students said:	Non-Imp.	Most -Imp.
Someone from a college talked to them about going to college	No	Yes**
A teacher or guidance counselor helped them review a program of study at least once a year	No	Yes**

**p<.01

HSTW

SOW 114



- SREB**
- System of Guidance and Advisement**
- HSTW**
- Review your current status related to guidance and advisement. Determine one outstanding practice in place.
 - Determine one action to ensure every student has a goal and a program of study by the end of 9th grade.
 - Determine one action to provide each student with an adult mentor throughout high school.
 - Determine one action to ensure students meet at least once a year with his/her parent or guardian and a school representative to review progress toward the program of study. (HS-p. 26, 27) (MS-p. 33,34)
- Southern Regional Education Board
- SDW 116

SREB


**Key Practice:
Extra Help**

Provide a structured system of extra help to enable students to meet higher standards.

HSTW

Southern Regional Education Board

SDW 117




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Extra Help is Important Because It:

- Reduces failure rates
- Reduce the middle grades retention rate.
- Reduces the ninth grade retention rate
- Increases the high school graduation rate
- Encourage students to “stretch” themselves academically.
- Build students’ confidence.
- Convince parents that the school cares.

SOW 118




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A Comprehensive Extra Help Program Must Include:

- Continuous extra help to meet standards
- Middle grades actions
- Ninth-grade transition
- High school, postsecondary and careers transitions
- Develop independent learners

SOW 119




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Effective Extra Help

- Is available, without difficulty, from the teacher
- Is available before, during or after school
- Results in motivating students to try harder
- Results in better grades
- Builds students’ sense of self worth

SOW 120



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Significantly More Students in 2004 than in 2002 Received Extra Help

Students said:	Non- Imp.	Most -Imp.
Their teachers frequently were available before, during or after school to help them with their studies	No	Yes**
They often were able to get extra help from their teachers when they needed it without much difficulty.	No	Yes**

**p<.01

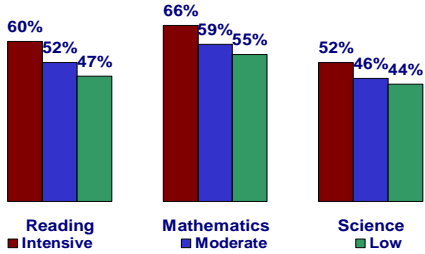
SDW 121



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Quality Extra Help and Higher Achievement



Subject	Intensive	Moderate	Low
Reading	60%	52%	47%
Mathematics	66%	59%	55%
Science	52%	46%	44%

Source: 2006 HSTW Assessment and Student Survey

SDW 122




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HSTW

Implementation Issues

- How do you identify students who need it?
- How do you require students to attend?
- How do you get parents' commitment?
- How will extra help be delivered?
- Who will teach it?
- How will the strategy or strategies be matched to student needs?

SDW 123




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Extra Help Strategies

- Peer Tutoring
- On-line Tutoring and Computer-Assisted Instruction
- After School Programs (and Morning and Saturday Programs)
- Credit Recovery Classes
- Organized Student Study Teams
- Longer blocks of time when needed
- Immersion and “catch-up” strategies
- Contracts for learning

HSTW

SOW 124




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Why target middle school transition?

- The transition point from middle school to high school has the highest percentages of dropouts nation wide.
- The highest failure rate occurs in grade nine.
- Preparing students for high school work, directly impacts retention.

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SOW 125



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How can school leaders make sure that students are ready for rigorous high school studies?

District, high school and middle school leaders can:

- Establish readiness indicators for challenging high school English, mathematics and science courses;
- Align curriculums, teacher assignments and assessments to the readiness indicators; and
- Set goals to annually increase the percentages of students having successfully completed Algebra I by the end of grade eight.

HSTW

SOW 126

SREB

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Actions for Transition from Middle Grades to High School

- Structured extra help programs in grades 7 and 8
- 4 to 6 week summer bridge program for students who need accelerated instruction in math, English and reading
- Develop courses in grades seven and eight to give extended time to read, write and do math

HSTW

SDW 127

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Actions for Transition from Middle Grades to High School Continued...

- Orient students and parents to high school expectations
- Reduce the ratio of students to teachers in grade nine
- Get a master teacher to lead a team of teachers in core academic courses in grade nine

HSTW

SDW 128

SREB


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What makes a ninth-grade catch-up program high-quality?

- Early identification of students
- A lower student-teacher ratio in grade nine
- Qualified teachers with depth of content knowledge teach challenging content
- School schedules are modified to allow students to be double-dosed – English/reading and mathematics

HSTW

SDW 129




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What makes a ninth-grade catch-up program high-quality?

- Standard-based Curriculum with unit planning by teachers
- Teachers are organized into planning teams so they can plan together
- Recruit the best teachers to lead the ninth-grade teams
- Move beyond remedial instructional
- Comprehensive evaluation plan

SDW 130




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Why target postsecondary transition?

- Senior year not taken seriously
- Low ACT and SAT scores
- High remedial rate in English and mathematics
- Students unprepared for workforce
- National completion rate for college only 39.9%

SDW 131




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Research Based Strategies for Postsecondary Transition

- Students earn college credit while in high school.
- Enroll unprepared students in transition mathematics and English courses.
 - Courses aligned to college and career readiness standards
- Ensure that students who do not plan to go on to further study are in a CT program.
- Develop extra help for students having trouble graduating.

SDW 132




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Additional Actions for Making the Senior Year Count

- Have community college administer placement exam during 11th grade
- ACT Test for everyone in 11th grade
- Reality check prior to the senior year with parents, adviser and counselor
- Enroll seniors in upper-level courses
- Enroll all seniors in at least three academic courses
- Consider requiring a senior project that includes a research paper, a product or service, an oral presentation and a power point

HSTW

SDW 133



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Extra Help/Transitions

Review your current status related to the key practice and determine one outstanding practice in place.

1. Determine three major actions your school can take to improve ongoing, timely extra help at your school.
2. Determine three major actions your school can take to identify at-risk students and improve their ninth-grade transition.
3. Determine three major actions your school can take to improve high school to college and career transitions.
(HS-p. 28-29 MS-p. 15-16, 35,36)

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SDW 134



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Team Planning...

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SDW 135

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Focus on What You Can Change

- Structure:** Rigor of what is taught and what is expected.
- Quality Instruction:** How are students taught?
- Support for Students:** How is staff related to students?
- Support for Teachers:** How do teachers learn and related to each other?
- Leadership:** How are we involved in using data for Continuous Improvement?

SDW

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Next Step: Prioritize Actions

- List of all the actions developed and rank items by impact on student achievement and high school completion rates
- Select top 5 actions for the first year
- Select one item in:
 - structural, instructional, support and leadership change
- Do the same for years 2 and 3 (make sure you have at least one action in each of the four areas)

Pages 31-32 of Planner

SDW

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Next Step: Prioritize Actions

- Using flip chart paper, make a list of all the actions developed
- Rank items based on the impact on student achievement and high school completion rates
- Select five of the highest ranked items for implementation in the first year
- Have one item in each of the four areas of structural, instructional, support and leadership change
- Identify five of the highest ranked priority items for year 2 and five more for year 3 and make sure you have at least one action in each of the four areas.

Pages 31-32 of Planner

SDW

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Team Planning

1. Prioritize Actions
2. Determine how you will take this back to your faculty Determine steps to form focus teams and make them active
3. Develop expectations for focus teams
4. Add *HSTW* actions to your school improvement plan; submit action plan in 90 days

Page 30 of planner

SDW

139

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Suggestions for Building Faculty Support

3-Hour Orientation:

1. Admit Slip/Enhanced *HSTW* Brochure
2. SREB Orientation PowerPoint
3. Create Cross-Curricular Teams
4. Each team take one section of planner, brainstorm, share-out
5. Submit results of brainstorming to school improvement team

SDW

140

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Establish Need for Change:

Share Information with faculty and students

- Through gap analysis
- Determine number of students who could earn a “C” in college courses based on ACT scores
- Obtain numbers of students who are in remedial courses in post-secondary
- Teachers conduct interviews with graduates and report back to faculty

SDW

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Establish Need for Change: Engaging faculty in gap analysis

- Opportunity Gap**
 - Who is enrolled in which courses?
 - Majority/minority
 - Free/reduced lunch
 - Gender
- Expectations Gap**
 - Variances in expectations across courses
 - Variances in literacy across the curriculum
 - Survey students/teachers
- Achievement Gap**
 - Course levels enrolled in by ACT (College/non-College core)
 - Expectations
 - Grade level analysis (grade 9)

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SDW 143

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Create Focus Teams and Get Them Organized

- Select Chair & Recorder**
- Chair:** Keeps group on target, moving and involves all
- Timekeeper:** Limits time per speaker, gets group back for large meeting
- Recorder:** Get the information down for all
- Everybody:** Get the job done
 - See page 30-33 of Planner.

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Focus Teams: Develop Implementation Steps for Actions

- Assign a major action to one or more of the focus teams
- Draft a charge to the team regarding implementation of this action in year 1
- Have teams develop an implementation plan for the action, present it to the school improvement team and eventually to the entire faculty (pages 31-34)
- When year 1 is completed, start work on year 2
- Ask teams to develop benchmarks and monitor plan for implementation

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SDW 144



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Focus Team Presentation Scoring Rubric:

1. Team selects a song
2. Team song relates to Key Practice
3. Team knows the words to the song
4. Team performs song along with results of team action planning assignment

SDW
145




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Ideas to Introduce *HSTW* to Faculty

- SREB materials/newsletters
- Send teams to national staff development workshops
- Teams share and implement ideas
- Visit outstanding *HSTW* sites
- Create study teams around selected materials
- Seek input on implementation plan
- Technical Assistance Visits

SDW
146



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Take Some Action in Year 1

Don't wait a year, but do it well.

- What five things can your staff do in year 1?
- Determine steps to form focus teams and make them active.

See Page 30 of Planner

SDW
147




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Next 30 Days – Establish Focus Teams

- Present priority actions developed during the workshop to entire staff
- Form focus teams and assign priority actions to teams
- Ask teams to develop implementation plans

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Second 30 Days – Focus Team Development Implementation Plans

- School improvement team reviews initial draft of focus team implementation steps with timeline and benchmarks
- Have staff review implementation plan
- Develop revised implementation plan based on staff review

SOW 149




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Third 30 Days – Present Implementation Plans to District Leadership

- Present implementation to district staff
- Revise based on district staff input

SOW 150



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Fourth Month – Present to All for Approval and State Implementation

- Present final implementation plan to all constituents
- Start planning implementation of proposed action plans for year 2
- Continue implementation of year 1 actions

Final plan due to state by

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SDW 151




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School Leadership Team: Identify staff development needed based on implementation plan

- School leadership teams
- Guidance counselors
- All teachers
- Specialized staff development needed by
 - English
 - Mathematics
 - Science
 - Social studies
 - Career/technical
 - Others
 - See Page 34 of Planner.

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SDW 152



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Next Steps

- KEEP MOVING!!!!!!
- REMEMBER – You own the plan!
- Schools that fail to make progress:
 - Keep moving after this workshop – the next 90 days are critical to success

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REMEMBER ...

All schools want to improve but few want to change. The fact remains that to improve, one **MUST** change.

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Getting Ready for the Technical Assistance Visit

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SDW 155

SREB

Reading Homework: Day 1

1. Project-based Learning Guide #11
2. Literacy Guide #12
3. Where Do You Begin? Guide #1 (Principal)
4. HSTW: An Enhanced Design (Principal)
5. Developing Effective Teams Guide #2 (HSTW Coordinator)
6. Students Will Take the Right Courses When the Principal Leads Guide #14 (Counselor)
7. Students Can't Wait (Department Chair)
8. Extra Help Guide #6
9. Business Education Guide #7 (CTE Leader/Chair)
10. Ten Strategies for Creating a Classroom Culture of High Expectations Guide 13

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Memory Box

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4-2-1 Free Write

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Source: Silver & Strong, 2001, "Tools for Promoting Active, In-depth, Learning."
SDW 158
